

Creative Project Choice Board

As part of our media literacy unit, you have the opportunity to create your own media project. You may choose to work individually or as part of a group. Regardless of which project option you choose, you must identify the **target audience**, use/model **persuasive language**, and follow the typical standards for your medium. You will present your project to the class.

Choose **one** of the following:

TV Commercial

- If you like being on camera and acting, you can create a TV commercial advertising a real or pretend product. Use a variety of camera angles and/or scenes. You may choose to have a celebrity endorser. (30sec-1:00min)

Radio Ad

- If cameras and an audience intimidate you, this option may be for you. Record the audio for a radio advertisement for a product, focusing on persuasive language. Be sure to start with a hook to draw listeners in. Feel free to incorporate sound effects, different voices, etc. (30sec-1:00min)

Print Ad

- Create an advertisement suitable for a magazine or billboard. You may choose to feature a celebrity endorser. An alternative is to create a propaganda poster. You may choose to design this on the computer or on a poster board (cut in half). Pay attention to colours, text, spacing etc.

Re-Write a Scene

- If you prefer to stay away from cameras and technology, re-write a scene from a movie or TV show so that it contains product placement. Include **both** the original script and your edited version, in good copy. Keep the general essence of the original scene; this isn't an entirely new scenario for the movie. Include techniques used by directors when incorporating a product (note camera angles, specific dialogue etc.)

Live Presentation

- Bring your inner salesman to life! Try to sell a product to the class. Dress up, bring in materials/supplies, and be the salesperson. Try to convince us we need your product. Perform this in class. (1-2mins)

Your Own Idea

- If you have an idea for an alternative to the options listed, discuss it with Mr. Charters.

Media Project Rubric

NAME _____

Project _____

Teacher Initial _____



Speaking and Listening

- (1) Little to no communication and/or interaction with audience. Little to no effective expression and/or organization of ideas.
- (2) Communicates and interacts with audience with limited effectiveness. Expresses and organizes ideas with limited effectiveness.
- (3) Communicates and interacts with audience with some effectiveness. Expresses and organizes ideas with some effectiveness.
- (4) Communicates and interacts with audience with considerable effectiveness. Expresses and organizes ideas with considerable effectiveness.
- (5) Communicates and interacts with audience with a high degree of effectiveness. Expresses and organizes ideas with a high degree of effectiveness.



Identifies Required Elements

- (1) Target Audience not identified, persuasive language not modeled and typical standards are not followed.
- (2) Required elements hinted at but not clearly identified or explained.
- (3) Required elements identified and explained with limited clarity or are underdeveloped.
- (4) Required elements are included and explained, but some gaps/incorrect information hinder presentation.
- (5) Target audience identified and explained, persuasive language used effectively, adheres to typical standards of chosen medium.



Ideas and Content

- (1) Project is too short. Focus on topic is not clearly defined. Irrelevant or disconnected details show a lack of understanding and are distracting. Poor, choppy transitions.
- (2) Close to time limit. Focus on topic is somewhat defined. Underdeveloped details are too general to create a picture. Satisfactory transitions.
- (3) Adheres to time limit. Focus on topic is quite clear. Basic supporting details help to achieve goal with straightforward transitions.
- (4) Adheres to time limits. Focus on topic is clear. Supporting details help create picture that demonstrates some knowledge and insight. Minimal flaws that do not impact quality of ideas. Smooth transitions
- (5) Focus on topic is clear and definite, and falls within time limits. Effective and appropriate details demonstrate knowledge and insight. Sequencing/transitions are effective and logical, enhancing presentation.